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ABSTRACT

This syllabus is designed for a course of study offered at the University of Texas to familiarize students with the 2-year college. The body of the guide is divided into 12 work units; for each of these units an historical quotation sets the topic theme. In addition each unit has a brief outline and a list of objectives for the topic as well as a bibliography. The 12 major topics are: (1) role and characteristics of the 2-year college; (2) history and present status of the 2-year college movement; (3) transfer education; (4) technical-vocational education; (5) general education; (6) continuing, adult education and community services; (7) counseling and student personnel services; (8) the 2-year college student; (9) the 2-year college faculty member; (10) the 2-year college administrator; (11) problems and issues facing 2-year colleges; and (12) trends and the future for the 2-year college. (AL)

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ED 058869

SYLLABUS

for

ED A 387

THE TWO-YEAR COLLEGE*

JC 720 043

John E. Roueche

Department of Educational Administration

The University of Texas at Austin

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 2 1972

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

*The terms, "two-year college," "junior college," and "community college," are used interchangeably in the course and throughout the syllabus.

TABLE OF CONTENTS

Introduction

General Information

Requirements of the Course

Reference Materials

Major Topics

I Role and Characteristics of the Two-Year College

II History and Present Status of the Two-Year College Movement

III Transfer Education

IV Technical-Vocational Education

V General Education

VI Continuing, Adult Education, & Community Services

VII Counseling and Student Personnel Services

VIII The Two-Year College Student

IX The Two-Year College Faculty Member

X The Two-Year College Administrator

XI Problems and Issues Facing Two-Year Colleges

XII Trends and the Future for the Two-Year College

[redacted]

The Community College: Bibliographic References

INTRODUCTION

This syllabus is designed to help students understand the nature and the requirements of Ed.A. 387, The Two-Year College. Successful completion of all course requirements, including a satisfactory score on the final examination, will enable the student to obtain graduate credit for the course.

The study guide contains some general information on the course and a statement of its purposes (page 2), the requirements of the course (pages 3-6), and information on major reference materials to be used in the course (pages 7-10).

The most important section of the study guide consists of thirteen units of work into which the course is divided. Under each of these units a historical quotation sets the theme for the topic. A brief outline has been included in each unit. The student is expected to be able to achieve satisfactorily all of the objectives which have been listed for each topic. A bibliography is also included for each major division of the course. Additional reading by the student from recent publications not listed in the bibliography is expected and strongly encouraged. Most of these additional reference materials will be found in the Education-Psychology Library or the Junior College Library (F-29).

John E. Roueche
The University of Texas
January, 1972

GENERAL INFORMATION

Course title: The Two-Year College

Course number: Educational Administration 387

Course credit: 3 hours

Prerequisites: Graduate standing.

Catalog description: A study of the history, purposes, programs and personnel of the two-year college, and of problems and issues confronting the institution.

Purposes of the course: This course is designed as an introduction to the two-year college for students preparing to be teachers and/or administrators. Emphasis is placed on the history, purposes, programs and personnel of the two-year college, and not on teaching methods and administrative techniques. The course is strongly recommended for all students who wish to major or minor in junior college education, and who do not have previous two-year college experience or have not completed a similar introductory course on two-year college education.

Specifically, the student who successfully completes this course should be able to identify and describe in writing:

1) The history of the junior college movement.

2) The role and the characteristics of the two-year college in the American pattern of education.

3) The various functions and purposes of the comprehensive community junior college.

4) The relationship of the two-year college to other segments of education.

5) Significant problems and issues facing two-year colleges, and to be able to offer some suggestions for the solution of these problems and issues.

6) The operations of a typical community college as a result of studies and personal visits to two-year college campuses.

7) Numerous important references and sources of information on the two-year college.

8) In some detail a topic on the two-year college of special interest to the student as a result of his personal investigation and research.

9) Junior college evaluation: The state of the art.

REQUIREMENTS OF THE COURSE

The following assignments constitute the requirements for this course.

The assignments (readings, participation in class discussion, visitation, and term paper) are to be completed prior to taking the final examination. The nature of some assignments--such as interviews, visitation, term paper, and final examination--occasionally vary, and students are advised to check with the instructor prior to beginning work on these course requirements.

1. Readings: Students are expected to read from the required texts and the reading list as assigned and suggested during the quarter. This reading should enable the student to attain the objectives listed under each major topic in this study guide and to complete the assignments listed below. Additional supplementary readings related to the two-year college, but not listed in this bibliography, are encouraged so that students can keep up to date on recent developments. Students are encouraged to write a one-page resume of each reading assignment to be distributed to other members of the class.

2. Participation in class discussion: Students are encouraged to participate in class discussion, both to contribute important information on two-year colleges obtained by the student, to report informally on readings, and to explore special problems and questions of interest to the class on which he may be asked to report.

3. Report on visitation of a two-year college: Make a visit to a two-year college for the purpose of getting acquainted with such features of the college and its program as may be of greatest interest to you. This would probably involve interviews with some faculty, students, and administrators in addition to classroom visits (with the permission of the instructor) and observations of other programs of the two-year college.

Write a brief (1500 words) report summarizing your major observations and impressions of the two-year college after your visit, and specifically identifying what you learned about the purposes of the junior college and about problems and issues confronting the two-year college. To prepare for your visit you should first examine:

1) The current catalog of the college you plan to visit.

2) The most recent application for accreditation (self-study) by the college.

3) The description of the college found in the publication entitled American Junior Colleges, edited by Edmund J. Gleazer, Jr., and published by the American Council on Education.

4) Other materials available on the college that are of special interest to you.

4. Term Paper: The most important assignment of the course will be the preparation of a term paper on some special topic related to the two-year college. Students are urged to select topics the investigation of which will be of value for them. Students are advised to begin work on this paper early in the semester.

At midterm the student is asked to submit a brief statement (one page) identifying:

1) the tentative topic for the term paper,

2) the methodology proposed for making the study, and

3) the sources of information that are available on the topic.

The final report of the paper should be written in an approved term paper

style and include a bibliography of sources used by the student in his investigation of the topic. The report should also include both a summary of the available literature and data on the topic along with your personal interpretation and conclusions on the topic. Two copies of the term paper are required, although the carbon copy will be returned to the student after the report is evaluated.

A student may choose from a wide variety of topics. His main consideration should be that the paper is directly related to the two-year college. In the interests of time and complications, questionnaire studies are not recommended. Examples of topics for term papers include:

1) A Critical Analysis of the Functions (or of any one function) of the two-year College.

2) The Need for Career Education at the Community College Level.

3) The History, Development, and Status of the Two-Year College in One or More State or Nations.

4) The influence of the University on the Two-Year College.

5) The Role of the Community College as Identified in State Surveys of Higher Education.

6) The Image of the Community College Held by Various Groups.

7) Characteristics of Two-Year College Students.

8) Characteristics of Two-Year College Faculty Members.

9) The Selection and Appointment of Community College Faculty Members.

10) Ways to Improve Teaching in Open-Door Colleges.

11) Aids and Incentives for the Improvement of Teaching.

12) The Use of Lay Advisory Committees in Program Development.

13) A Study of Selected Community College Policies and Practices.

14) The Relationship of the Community College to the Community.

5. Final Examination: The final examination for the course will be distributed to all students one week prior to the end of the semester. Students will complete the examination at home. Questions on the exam will be drawn from the "Objectives" listed under topic headings in the syllabus.

REFERENCE MATERIALS

*In Junior College Library

Basic References: The following texts are required reading for this course:

*1. Cohen, Arthur M. and Associates. A Constant Variable. San Francisco: Jossey-Bass Inc., Publishers, 1971.

In this new book, Cohen et al examine the community college movement in a unique way. They distill the literature applicable to a specific facet of the community college--the institution itself, the students, the faculty, the administration, teaching methods, curriculum design, special problems--and add to this distillation their own insights, gleaned from experiences in two-year colleges. The combination of reliable and pertinent findings in the literature with the valuable insights of broad experience permits the authors to make some trustworthy recommendations for application in practice.

*2 Cohen, Arthur M. Dateline 1979: Heretical Concepts for the Community College. Beverly Hills: Glencoe Press, 1969.

An Evaluation and description of the model community college campus of 1979, this book insists that two-year institutions hold themselves accountable for the learning achieved by their students.

*3 Roueche, John E. Salvage, Redirection or Custody? Remedial Education in the Junior College. Washington: American Association of Junior Colleges, 1968.

This first comprehensive report on the effectiveness of junior colleges in educating the disadvantaged, low-aptitude student reveals that even though most community colleges agree with the open-door concept, only about half provide remedial instruction. While revealing a severe lack of agreement on objectives of remedial programs and showing that existing programs are based on unproved assumptions rather than on research findings, the author presents programs that depart from traditional practices in remedial education.

*4 Cohen, Arthur M. and Roueche, John E. Institutional Administrator or Educational Leader? The Junior College President. Washington: American Association of Junior Colleges, 1969.

The role of the college president as an educational leader and agent of change is presented in this publication. Contending that the president should be more than a mere institutional manager, the authors urge the president to ask the right questions about his institution's education program.

*5 Moore, William Jr. Against the Odds: The High Risk Student in the Community College. San Francisco: Jossey-Bass, 1971.

Against the Odds is a practical book that outlines very workable instruction, curriculum, counseling, and administration techniques for use in junior and community colleges. Special emphasis is on the high risk student, and a curriculum model of proven effectiveness is offered. Practical solutions to the problems of disadvantaged students are offered.

*6 Medsker, Leland L. and Tillery, Dale. Breaking the Access Barrier. New York: McGraw-Hill Co., 1971.

This book, sponsored by the Carnegie Commission on Higher Education, summarizes recent research on junior college students, programs, staff and issues and problems. A brief history of evolution and history is included.

Principal references: Students are held accountable for materials assigned in the following principle references:

*1 Blocker, Clyde E., Plummer, Robert H., and Richardson, Richard C., Jr. The Two-Year College: A Social Synthesis. Englewood Cliffs, N.J.: Prentice-Hall Book Company, 1965.

A sociological analysis of the Community College, the most effective sections of this volume are those which deal with administrative structure and basic issues--particularly faculty-college relationships.

*2 Clark, Burton R. The Open Door College: A Case Study. New York: McGraw-Hill Book Company, Inc., 1960. 207 pp.

A sociological analysis of the problems and successes in the early development of San Jose Junior College in California. This critical review of the administrative and instructional difficulties involved in organizing a new junior college helps to identify the role of this institution in our educational system.

*3 Gleazer, Edmund J., Jr. editor. American Junior Colleges. Seventh Edition. Washington, D.C.: American Council on Education, 1967, 551 pp.

An introduction on the types of junior colleges, the accreditation of junior colleges and standards of regional accrediting agencies, and the legal status of public junior colleges. A description of each junior college recognized by a regional or state accreditation agency is provided.

*4 Gleazer, Edmund J., Jr. This is The Community College. New York: Houghton Mifflin Company. 1968. 128 pp.

Dr. Gleazer, Executive Director of AAJC, presents a non-technical interpretation of community colleges' purpose, growth, admissions policies, academic standards, staff, relationship to communities, finances, diversity and needs.

*5 Johnson, B. Lamar. Islands of Innovation Expanding: Changes in the Community College. Beverly Hills: Glencoe Press, 1969.

This book, based on a nationwide survey, reports on promising innovations and identifies conditions which encourage (or interfere with) innovation. Included is material on audio-tutorial systems, work-study education, use of television and other technological aids to learning, games, personalized instruction.

*6 Medsker, Leland L. The Junior College: Progress and Prospect. New York: McGraw-Hill Book Company, Inc., 1960. 367 pp.

A description of the role of the junior college, including its strengths and weaknesses, as a result of a comprehensive study of 76 two-year institutions in fifteen states. Sections of the book discuss the characteristics of junior college students, the purposes of the educational program, the performance and retention of transfer students, students, the purposes of the educational program, the performance and retention of transfer students, student personnel services, faculty attitudes and the development and organization of junior colleges in each of eighteen states. Includes some statistics and tables summarizing the study.

*7 National Society for the Study of Education. The Public Junior College. Fifty-fifth Yearbook, Part I. Chicago: The University of Chicago Press, 1956. 347 pp.

A series of chapters by noted authorities on the junior college describing the emergence of the junior college as an important educational institution, accomplishing the purposes of the junior college, improving the junior college, and the future of the junior college. Includes an extensive reading list on the junior college.

*8 Thornton, James W., Jr. The Community Junior College. New York: John Wiley & Sons, Inc., 1966. 300 pp.

An analysis of the development and role of the community junior college in American education including chapters on modern needs for higher education, historical development and accepted purposes of the junior college, the organization of junior colleges, characteristics of students and instructors, student personnel services, and the four main parts of the junior college curriculum--occupational education, general education, education for transfer, and adult education.

TOPIC I. ROLE AND CHARACTERISTICS OF THE JUNIOR COLLEGE

"The junior college, uniquely American and relatively young, with an active history of only two-thirds of a century, is itself an evidence of change in American education. Created initially to provide two years of university-parallel work in the home community of young people, it has expanded its role and functions to serve a variety of educational, social, and community needs. In its dominant form, it is today a tax-supported public institution - a community college." (B. Lamar Johnson in Islands of Innovation Expanding. Glencoe Press, 1969, page 33.)

A. Role of the junior college in the American system of education
   1. Extension of secondary education
   2. Part of higher education
   3. A unique educational institution

B. Purposes and functions of the junior college
   1. Traditional junior college
      a. College preparatory
      b. Lower division, parallel curriculum
   2. Comprehensive community junior college
      a. Professional and liberal arts (transfer education)
      b. Technical-vocational (terminal education)
      c. General education
      d. Continuing and adult education
      e. Community services

f. Counseling and student services

g. Remedial education

C. Characteristics of the junior college

1. An "American" educational development

2. Diversity

3. Flexibility

4. Quality education

5. Comprehensive program

6. Community-centered

7. Democratic

8. Dedicated to life-long learning

9. Education on a personal basis

Objectives

At the end of this unit, you should be able to:

1) Define the roles the two-year college serves in American education.

2) Differentiate the purposes and functions of the traditional junior college with those of the comprehensive community junior college.

3) Describe the characteristics of the two-year college.

4) List those characteristics, if any, that are unique to the two-year college.

5) List ways the community junior college serves "all the needs of all the people. Can it be "all things to all people?"

Bibliography

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_____ *2 Cohen, Arthur M. A Constant Variable. San Francisco: Jossey-Bass, Chapter I.

_____ 3 Cosand, Joseph P. "Philosophy of Community Junior Colleges." School and Community, LIII (November, 1966), pp. 35-36, 87-91.

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_____ 7 Marsee, Stuart E. "Who Needs the Community College?" Junior College Journal. Vol. 39 (September 1968) pp. 8-10.

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_____ *9 Moore, William, Jr. Against the Odds. San Francisco: Jossey-Bass, Chapter I.

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_____ *11 Roueche, John E. A Modest Proposal San Francisco: Jossey-Bass Inc., Publishers, 1972, Chapter I.

TOPIC II. HISTORY AND PRESENT STATUS OF THE JUNIOR COLLEGE MOVEMENT

"The first junior colleges, established in the late 1800's were privately supported and operated. By 1900, there were about eight junior colleges--all private--with an enrollment of about 100. . . Between 1955 and the early 1960's, institutions were established at the rate of about 25 to 30 each year, and the years 1965 and 1966 saw the opening of 50 annually . . ., bringing the total by 1967 to well over 800 colleges." (Edmund J. Gleazer, Jr., in American Junior Colleges, Seventh Edition, American Council on Education, 1967, page 4).

A. Historical developments in the United States

1. Early influence of several university presidents
2. Early private junior colleges
3. Establishment of the first public junior college (Joliet)
4. Continuous growth of junior colleges in the nation
5. Current status of the junior college movement in the United States

B. Reasons for growth of the Junior Colleges

Objectives

At the end of this unit, you should be able to:

1) Cite the early junior college leaders and enumerate ways they influenced the development of the two-year college movement.

2) Describe why junior colleges were first established.

3) Discuss the changes in junior college functions over the past fifty years.

4) Describe the present status of the two-year college movement in the United States, citing the views of Cohen, Moore and Roueche.

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_____ 3 Gleazer, Edmund J., Jr. "The Junior College." College and University Business. Vol. 37 (October, November and December, 1964).

_____ *4 Junior College Journal, Vol. 25 (April, 1955), pp. 425-485.

_____ *5 Junior Colleges: 20 States. Washington: American Association of Junior Colleges, 1967. 178 pp.

_____ *6 Moore, William, Jr. Against the Odds, Chapter I.

_____ 7 "The Burgeoning Community College," Saturday Review XLVII (December 1964) pp. 50-54.

_____ *8 Roueche, John E. Salvage, Redirection or Custody. Chapters I and II.

_____ *9 Thorton, James W., Jr. The Community Junior College. New York: John Wiley & Sons, 1966. pp. 45-57.

_____ 10 Wattenbarger, James L. "Changing Patterns of Control: Local to State." Junior College Journal, Vol 38 (May, 1968), pp. 9-11.

TOPIC III TRANSFER EDUCATION

"On the whole, the junior college transfers were very well satisfied with their experience in the junior college and encountered few serious problems in four-year institutions." (Dorothy Knoell and Leland Medsker, From Junior to Senior College. Washington: American Council on Education, 1966.)

A. Definition of terminology

1. Transfer education
2. University parallel programs
3. Lower division work
4. Preprofessional programs
5. Academic education
6. Liberal arts

B. Role of the junior college in serving the transfer function

1. Historical immimence of the transfer function
2. Relief for the overload of students at the four-year colleges and universities
3. Student aspirations and abilities to transfer
4. The "salvage" function and the "screening" function
5. Statistics on enrollments in the transfer curriculum
6. Performance and retention of transfer-oriented students
   a. In the junior college before transfer
   b. In four-year colleges and universities after transfer
   c. Comparisons between transfer and native students

C. Types of programs in the transfer curriculum of the junior college

1. University parallel, lower division, preprofessional, and liberal arts course work

2. Remedial education

3. Influence of the four-year colleges and universities on the curriculum

D. Issues in transfer education

1. Problems facing the junior college transfer student

2. Proposals to alleviate the problems

Objectives

By the end of this unit, you should be able to

1) Describe and define the distinctions among the different terms (see section A above) related to transfer education.

2) Evaluate (citing research) how successfully the junior college has performed its function of transfer education in the past. Present.

3) Describe the forces that have influenced the development of the transfer curriculum in the junior colleges.

4) List the types of transfer programs that have been developed in junior colleges.

5) Write a paper discussing the performance record and retention of transfer-oriented students

1) in the junior college and

2) when they transfer to the four-year colleges and universities

6) List typical problems that junior college transfer students have faced at the four-year colleges and universities

7) Cite proposals that you would make to alleviate these problems

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*14 Strawbridge, James R. and Wattenbarger, James L. "Articulation - Florida Style." Junior College Journal. Vol. 37 (March 1967), pp. 50-55.

TOPIC IV CAREER EDUCATION

"Every junior college that assumes the responsibility for offering youth the opportunity to develop both occupational competency and personal adequacy within two years undertakes a two-fold task--it is preparing students to enter the community as adults to make a living and to live." (Phebe Ward in Terminal Education in the Junior College, Harper and Brothers, 1947, page 24.)

A. Definition of terminology

1. Career education
2. Vocational education
3. Technical education
4. Occupational education
5. Trade and industrial education
6. Terminal education
7. Skilled worker, craftsman, technician, and engineer

B. Role of the junior college in serving technical-vocational education

1. Local and national needs for skilled workers and technicians
2. Relationship to high school vocational programs and university professional programs
3. Disparity in status between academic education and technical-vocational education
4. Restrictions on development of adequate technical-vocational programs
5. Successful employment of technical-vocational students and graduates

C. Types of programs in the technical-vocational curriculum

1. Technical, vocational, and terminal education programs
2. Work-experience and apprenticeship programs
3. Short courses, one-year, and two-year programs
4. Influence of local industry and businessmen on the curriculum
   a. Use of advisory committees
   b. Supply and demand for workers
5. Relationship of technical-vocational education and general education

D. Issues in technical-vocational education

1. Problems in establishing and operating technical-vocational programs
2. Proposals to solve these problems

Objectives

At the end of this unit, you should be able to:

1) Cite the distinctions among the different terms (see Section A above) related to technical-vocational education.

2) Evaluate the junior college performance in technical-vocational education.

3) List examples of career programs that have been developed for technical-vocational education in the junior colleges.

4) Describe the role of citizen advisory committees for the occupational curriculum.

5) Present solutions to ease the disparity between academic education and career (job-related) education.

6) Justify technical-vocational programs in light of their relatively limited enrollments and high costs.

7) Describe the kinds of problems two-year colleges face in developing an occupational curriculum and what might be done to solve these problems.

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TOPIC V GENERAL EDUCATION

"General education is that part of education which encompasses the common knowledge, skills, and attitudes needed by each individual to be effective as a person, a member of a family, a worker, and a citizen. General education is complementary to, but different in emphasis and approach from, special training for a job, for a profession, or for scholarship in a particular field of knowledge." (B. Lamar Johnson in General Education in Action, Washington: American Council on Education, 1952, page 2.)

A. Definition of general education

B. Role of the junior college in general education

1. Importance of general education
2. Purposes of general education
3. General education for both transfer and terminal students

C. Types of programs in general education in the junior colleges -- see ref. 4 below.

1. Great books approach
2. Specialized, departmental courses in the liberal arts
3. Comprehensive, inter-departmental survey courses
4. Functional courses based on problems of living
5. Infusion approach on a college-wide basis
6. Composite approach

D. Issues in general education--see ref. 5 below

1. Problems in general education

2. Proposals to solve the problems in general education

Objectives

By the end of this unit, you should be able to:

1) Give an acceptable definition of general education (citing your sources).

2) Defend the proposition that general education is an important part of the junior college curriculum.

3) Describe the types of programs or approaches for general education that are utilized at the two-year college level. Which approach do you favor? Why?

4) Discuss some of the curriculum problems in general education.

5) Present suggestions to solve these problems.

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TOPIC VI CONTINUING, ADULT EDUCATION & COMMUNITY SERVICES

"Adult education has become well-established as a program of the junior and community college . . . The community college has a particular advantage in that it is familiar with its community and the needs of adult students, it maintains a flexible curriculum, it has had considerable experience with adult education during the past quarter-century, and it offers instruction in those areas of study for which adult needs appear to be greatest." (Tyrus Hillway in The American Two-Year College, Harper & Brothers, 1958, page 135.)

CONTINUING & ADULT EDUCATION

A. Definition of continuing and adult education--with particular emphasis on California.

1. Continuing education
2. Adult education
3. Evening college
4. Life-long learning
5. Graded and ungraded classes

B. Role of the junior college in continuing and adult education

1. Historical importance of adult education in the junior college curriculum
2. Extent of adult education in the junior college
3. Relationship to adult high school classes
4. Relationship to the programs of continuing education in other institutions of higher education.
5. Purposes of continuing and adult education in the junior college.

C. Types of programs in continuing and adult education

1. Basic education

2. Degree programs

3. Occupational training and retraining

4. Avocational experiences

5. Specialized educational services

D. Issues in continuing and adult education

1. Problems in continuing and adult education

2. Proposals to solve these problems in continuing and adult education

Objectives

By the end of this unit, you should be able to:

1) Define and describe continuing education and adult education.

2) Discuss the purposes of continuing education and adult education.

3) Describe the roles the two-year college serves in continuing and adult education compared with the roles of adult high schools and other institutions of higher education.

4) Enumerate the types of programs two-year colleges offer in continuing and adult education.

5) Cite problems that exist for the two-year college in continuing and adult education.

6) Present viable solutions to these problems.

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COMMUNITY SERVICES

"Beyond the regularly scheduled classes of the college, whether held by day or by night or whatever the place in the district, the community college offers other important educational, cultural, and recreational benefits to the community. Naturally enough, these are called community services. The range of these services is broad. Commonly included are educational workshops, seminars, institutes, and special lectures; wide spread use of college facilities by community groups; cultural programs; community guidance and counseling; public information and many others." (Edmund J. Gleazer, Jr. This Is the Community College. Houghton-Miffin, 1968, pp. 85-86.

A. Definition of community services--relationship to continuing and adult education--see reference 2 below

B. Role of the junior college in community services

   1. One of the newest functions of the junior college

   2. Growing interest in community services

   3. Relationship to other organizations providing community services

   4. Services for the non-classroom educational needs of the community

   5. Legal provisions for the community services tax in California

C. Purposes of community services

D. Types of programs in community services for the junior college

   1. Cultural and recreational activities

   2. Workshops, conferences, and seminars

   3. Community research and development

   4. Civic center services

5. Special educational services

6. Influence of community citizen committees on the programs

E. Issues in community services

1. Problems in community services

2. Proposals to solve the problems in community services

Objectives

By the end of this unit, you should be able to:

1) Define the term "community services."

2) Discuss the role the two-year college serves in developing and operating a program of community services.

3) Describe the role of community citizen committees toward the junior college program in community services.

4) List the types of programs in community services that are offered by two-year colleges.

5) Give examples showing how these programs meet community needs.

6) Discuss the problems two-year colleges face in providing a program of community services.

7) Offer solutions to solve these problems.

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TOPIC VII COUNSELING AND STUDENT PERSONNEL SERVICES

"Since student personnel practices deal with students in a college situation, each student personnel worker needs to develop a concept of the dynamics of this situation. In this conception, the purposes of the college are principal determiners of other forces." (J. W. McDaniel in Essential Student Personnel Practices for Junior Colleges, American Association of Junior Colleges, 1962, page 10.)

A. Definition of student personnel services

1. Guidance
2. Counseling
3. Student activities
4. Student personnel practices

B. Role of the junior college in providing student personnel services--see ref. 9 below.

1. Need for student services at the junior college level
2. Relationship with programs for student services at other schools and colleges
3. Purposes and responsibilities of student personnel services
4. Strengths and weaknesses in student personnel services.

C. Types of programs for student personnel services in junior colleges

1. Guidance and counseling
2. Extracurricular student activities
3. Student records, admissions, and registration

4. Testing programs

5. Auxiliary services (Health, food, parking, etc.)

6. Student government

7. Orientation programs

8. Research and follow-up studies of students

9. Scholarships and loan funds

10. Discipline and probation

11. Employment opportunities and placement

D. Issues in student personnel services--see ref. 9 below.

1. Problems in developing and operating student personnel services

2. Proposals to solve the problems in student personnel services

(i. e., American Association of Junior Colleges program).

Objectives

By the end of this unit, you should be able to:

1) Cite differences, if any, existing among the functions of guidance, counseling, student activities, and student personnel services.

2) Describe the role of the junior college in providing student personnel services.

3) Outline the purposes and responsibilities of a student personnel service program.

4) Describe programs in student personnel services that are typically offered in two-year colleges.

5) Discuss the problems in developing and operating student personnel service programs.

6) Propose solutions to these problems.

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TOPIC VIII THE JUNIOR COLLEGE STUDENT

"The composition of the junior college student body has changed drastically in the last twenty years. Formerly the students were a selected group resolved to finish collegiate preparation for well-defined purposes. Today, by contrast, junior college students are much more representative of the total population - mentally, socially, and economically." (John E. Roueche in Salvage, Redirection or Custody, page 12.)

A. Types of junior college students

1. Full-time student
2. Part-time student
3. Adult student
4. Talented student
5. The "late bloomer"
6. The "second chance" and "last chance" students

B. Reasons why students attend and why they leave the junior college

C. Characteristics of students

1. Age, social, and economic characteristics of students
2. Student aspirations and interests
3. Student abilities and academic aptitude
4. Performance of students in the junior college
5. Reactions of university and senior college students who formerly attended junior colleges

D. Typical problems facing junior college students

Objectives

By the end of this unit, you should be able to:

1) Describe the types of students that enroll in two-year colleges.

2) Give the major reasons why students attend a two-year college.

3) Compare the aspirations and interests of junior college students with their abilities and performances.

4) Discuss the typical problems two-year college students face.

5) Discuss ways two-year colleges attempt to help students find solutions to their problems.

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TOPIC IX THE JUNIOR COLLEGE FACULTY MEMBER

"Teachers and administrators in any type of college inevitably influence, by their attitudes, the nature and quality of program. They are the primary agents of curriculum development, instruction, services to students, and community relationships. They, and the students, make the institution what it is." (Leland L. Medsker in The Junior College: Progress and Prospect, McGraw-Hill Book Company, 1960, page 169.)

A. Characteristics of faculty members

   1. Personal characteristics

   2. Professional characteristics

      a. Academic training

      b. Previous teaching experience

   3. Types of staff members

      a. Full-time teachers

      b. Part-time teachers

      c. Administrators

B. Reasons for working in a junior college

C. Attitudes of junior college faculty members toward the junior college

   1. Purposes of the junior college

   2. Admission and screening practices

   3. Requirements for junior college teaching

   4. Attitudes on and relationship to administrative responsibility

D. Preparation of junior college faculty

E. Working Conditions: Salaries, Loads

F. Problems facing junior college faculty members

Objectives

By the end of this unit, you should be able to:

1) Describe the characteristics of junior college faculty members--including their academic training and their previous teaching experience.

2) List the reasons faculty members give for working in a two-year college.

3) Describe the attitudes of faculty members toward the two-year college.

4) Describe the typical instructional problems facing two-year college faculty members.

5) Describe instructional approaches that have been proven successful in accommodating the diverse learning needs of two-year college students.

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TOPIC X THE JUNIOR COLLEGE ADMINISTRATOR

"It appears that the President is the key to change in the junior college. Because he is more influential than any other person, it is almost axiomatic that 'if the president wants something to happen, it will.' The president is the educational leader of the junior college and the relative success of any program can often be traced directly to the president's interest in it. The fact that the president, more than anyone else, is the "change agent" in the junior college is well documented. Ultimately, he is responsible for all aspects of his institutions." (John E. Roueche. "The Junior College President." Junior College Research Review. Vol. II, June 1968.)

A. Junior College Boards of Trustees

B. The President

1. Characteristics

2. Responsibilities (Leadership)

a. Management

b. Educational

C. Other Administrators in the Two-Year College

Objectives

By the end of this unit, you should be able to:

1) Discuss the need and functions of an educational leader in the two-year college.

2) Defend the proposition that two-year college presidents and/or deans can become educational leaders.

3) Describe the most pressing problems facing two-year college administrators at present.

4) Describe the proper role for two-year college trustees.

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TOPIC XI SIGNIFICANT PROBLEMS AND ISSUES FACING JUNIOR COLLEGES

"The community-college movement is merely at the threshold of its greatest possibilities. It is pioneering, experimenting, trying to find the right answers and directions. It is full of problems . . . The solution of these problems seems to be in the general direction the movement has been trying to travel in recent years. Continuing answers to each problem, however, can be found only through thorough research in every state and community, in further experimentation with the findings of research; above all else, is the open mind and the will to explore." (Jesse Parker Bogue in The Community College, McGraw-Hill Book Company, 1950, page 330.)

A. Definition of the role of the junior college in the American system of education.

   1. Relationship to the public school system
   2. Relationship to the four-year colleges and universities
   3. Temptation to expand beyond a two-year institution
   4. Strengths and weaknesses of the junior college

B. Evaluation of the comprehensive community junior college program

   1. Institutional Research
   2. Assessment of Instructional program

C. Organizational and operational issues

   1. Legislation to establish effective junior colleges in all states
   2. Financing and facilities
   3. Increased size and complexity of junior colleges

4. State responsibilities and coordination for junior colleges

5. Type of organizational structure for junior colleges

D. Adequate preparation of teachers and administrators for junior colleges

E. Realistic standards to serve the needs of students and community

1. Demand for selective placement

2. Demand for quality instruction at all levels

3. Demand for student learning in all programs

Objectives

At the end of this unit, you should be able to:

1) List current controversies and issues regarding the role of the two-year college in the American system of education.

2) Describe the evaluation problems of the comprehensive community junior college program. What is the evaluation state of the art?

3) Describe the current issues regarding the organization and operation of junior colleges.

4) Discuss the adequate preparation of teachers and administrators for two-year colleges as a significant problem.

5) Argue the importance of assessing educational impact of two-year college.

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TOPIC XII TRENDS AND THE FUTURE FOR THE JUNIOR COLLEGE

"The community college is necessary. It has emerged out of societal needs and aspirations. These are the sources of its identity. Its greatest worth will be achieved as it confidently takes hold of its special assignment as an institution in its own right within a complete program of educational services throughout the nation. The community college is a member of the educational family -- a member that needs to share in family conversation and to carry its part of the total family responsibility. Not only will it benefit from this association but it has something unique and vital to give." (Edmund J. Gleazer, Jr. This Is the Community College. 1968, page 136.)

A. Continued demand for higher education

1. More persons of college age
2. More young persons who desire a college education
3. More adults who wish to continue their college education
4. Demands of society and industry for citizens and workers with more academic and technical training
5. Social status attached to a college education
6. Explosion of knowledge
7. More time available for education, leisure, and cultural pursuits

B. Continued growth of the junior college movement

1. Growing acceptance of the community junior college concept
2. Recognition of the junior college as an integral part of higher education

3. The increased demand for opportunities in higher education in communities throughout the world

4. Greater support being received from federal, state and local governments

C. Changed patterns of support and control

Objectives

By the end of this unit, you should be able to:

1) Cite the forces that are contributing to the demand for more opportunities in higher education.

2) Defend the proposition that this trend will probably increase in the future.

3) Discuss reasons supporting the continued growth of junior colleges.

4) Citing your sources, project developments in the two-year college movement of the future.

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_____ 9 Harper, William A. "West Florida's New Two-Year University." Junior College Journal. Vol. 37 (September 1966), pp. 13-15.

_____ 10 Johnson, B. Lamar. Islands of Innovation Expanding. Glencoe Press, 1969, Part IV.

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ABSTRACT

This syllabus is designed for a course of study offered at the University of Texas to familiarize students with the 2-year college. The body of the guide is divided into 12 work units; for each of these units an historical quotation sets the topic theme. In addition each unit has a brief outline and a list of objectives for the topic as well as a bibliography. The 12 major topics are: (1) role and characteristics of the 2-year college; (2) history and present status of the 2-year college movement; (3) transfer education; (4) technical-vocational education; (5) general education; (6) continuing, adult education and community services; (7) counseling and student personnel services; (8) the 2-year college student; (9) the 2-year college faculty member; (10) the 2-year college administrator; (11) problems and issues facing 2-year colleges; and (12) trends and the future for the 2-year college. (AL)

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ED 058869

SYLLABUS

for

ED A 387

THE TWO-YEAR COLLEGE*

JC 720 043

John E. Roueche

Department of Educational Administration

The University of Texas at Austin

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 2 1972

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

*The terms, "two-year college," "junior college," and "community college," are used interchangeably in the course and throughout the syllabus.

TABLE OF CONTENTS

Introduction

General Information

Requirements of the Course

Reference Materials

Major Topics

I Role and Characteristics of the Two-Year College

II History and Present Status of the Two-Year College Movement

III Transfer Education

IV Technical-Vocational Education

V General Education

VI Continuing, Adult Education, & Community Services

VII Counseling and Student Personnel Services

VIII The Two-Year College Student

IX The Two-Year College Faculty Member

X The Two-Year College Administrator

XI Problems and Issues Facing Two-Year Colleges

XII Trends and the Future for the Two-Year College

[redacted]

The Community College: Bibliographic References

INTRODUCTION

This syllabus is designed to help students understand the nature and the requirements of Ed.A. 387, The Two-Year College. Successful completion of all course requirements, including a satisfactory score on the final examination, will enable the student to obtain graduate credit for the course.

The study guide contains some general information on the course and a statement of its purposes (page 2), the requirements of the course (pages 3-6), and information on major reference materials to be used in the course (pages 7-10).

The most important section of the study guide consists of thirteen units of work into which the course is divided. Under each of these units a historical quotation sets the theme for the topic. A brief outline has been included in each unit. The student is expected to be able to achieve satisfactorily all of the objectives which have been listed for each topic. A bibliography is also included for each major division of the course. Additional reading by the student from recent publications not listed in the bibliography is expected and strongly encouraged. Most of these additional reference materials will be found in the Education-Psychology Library or the Junior College Library (F-29).

John E. Roueche
The University of Texas
January, 1972

GENERAL INFORMATION

Course title: The Two-Year College

Course number: Educational Administration 387

Course credit: 3 hours

Prerequisites: Graduate standing.

Catalog description: A study of the history, purposes, programs and personnel of the two-year college, and of problems and issues confronting the institution.

Purposes of the course: This course is designed as an introduction to the two-year college for students preparing to be teachers and/or administrators. Emphasis is placed on the history, purposes, programs and personnel of the two-year college, and not on teaching methods and administrative techniques. The course is strongly recommended for all students who wish to major or minor in junior college education, and who do not have previous two-year college experience or have not completed a similar introductory course on two-year college education.

Specifically, the student who successfully completes this course should be able to identify and describe in writing:

1) The history of the junior college movement.

2) The role and the characteristics of the two-year college in the American pattern of education.

3) The various functions and purposes of the comprehensive community junior college.

4) The relationship of the two-year college to other segments of education.

5) Significant problems and issues facing two-year colleges, and to be able to offer some suggestions for the solution of these problems and issues.

6) The operations of a typical community college as a result of studies and personal visits to two-year college campuses.

7) Numerous important references and sources of information on the two-year college.

8) In some detail a topic on the two-year college of special interest to the student as a result of his personal investigation and research.

9) Junior college evaluation: The state of the art.

REQUIREMENTS OF THE COURSE

The following assignments constitute the requirements for this course. The assignments (readings, participation in class discussion, visitation, and term paper) are to be completed prior to taking the final examination. The nature of some assignments--such as interviews, visitation, term paper, and final examination--occasionally vary, and students are advised to check with the instructor prior to beginning work on these course requirements.

1. Readings: Students are expected to read from the required texts and the reading list as assigned and suggested during the quarter. This reading should enable the student to attain the objectives listed under each major topic in this study guide and to complete the assignments listed below. Additional supplementary readings related to the two-year college, but not listed in this bibliography, are encouraged so that students can keep up to date on recent developments. Students are encouraged to write a one-page resume of each reading assignment to be distributed to other members of the class.

2. Participation in class discussion: Students are encouraged to participate in class discussion, both to contribute important information on two-year colleges obtained by the student, to report informally on readings, and to explore special problems and questions of interest to the class on which he may be asked to report.

3. Report on visitation of a two-year college: Make a visit to a two-year college for the purpose of getting acquainted with such features of the college and its program as may be of greatest interest to you. This would probably involve interviews with some faculty, students, and administrators in addition to classroom visits (with the permission of the instructor) and observations of other programs of the two-year college.

Write a brief (1500 words) report summarizing your major observations and impressions of the two-year college after your visit, and specifically identifying what you learned about the purposes of the junior college and about problems and issues confronting the two-year college. To prepare for your visit you should first examine:

1) The current catalog of the college you plan to visit.

2) The most recent application for accreditation (self-study) by the college.

3) The description of the college found in the publication entitled American Junior Colleges, edited by Edmund J. Gleazer, Jr., and published by the American Council on Education.

4) Other materials available on the college that are of special interest to you.

4. Term Paper: The most important assignment of the course will be the preparation of a term paper on some special topic related to the two-year college. Students are urged to select topics the investigation of which will be of value for them. Students are advised to begin work on this paper early in the semester.

At midterm the student is asked to submit a brief statement (one page) identifying:

1) the tentative topic for the term paper,

2) the methodology proposed for making the study, and

3) the sources of information that are available on the topic.

The final report of the paper should be written in an approved term paper

style and include a bibliography of sources used by the student in his investigation of the topic. The report should also include both a summary of the available literature and data on the topic along with your personal interpretation and conclusions on the topic. Two copies of the term paper are required, although the carbon copy will be returned to the student after the report is evaluated.

A student may choose from a wide variety of topics. His main consideration should be that the paper is directly related to the two-year college. In the interests of time and complications, questionnaire studies are not recommended. Examples of topics for term papers include:

1) A Critical Analysis of the Functions (or of any one function) of the two-year College.

2) The Need for Career Education at the Community College Level.

3) The History, Development, and Status of the Two-Year College in One or More State or Nations.

4) The influence of the University on the Two-Year College.

5) The Role of the Community College as Identified in State Surveys of Higher Education.

6) The Image of the Community College Held by Various Groups.

7) Characteristics of Two-Year College Students.

8) Characteristics of Two-Year College Faculty Members.

9) The Selection and Appointment of Community College Faculty Members.

10) Ways to Improve Teaching in Open-Door Colleges.

11) Aids and Incentives for the Improvement of Teaching.

12) The Use of Lay Advisory Committees in Program Development.

13) A Study of Selected Community College Policies and Practices.

14) The Relationship of the Community College to the Community.

5. Final Examination: The final examination for the course will be distributed to all students one week prior to the end of the semester. Students will complete the examination at home. Questions on the exam will be drawn from the "Objectives" listed under topic headings in the syllabus.

REFERENCE MATERIALS

*In Junior College Library

Basic References: The following texts are required reading for this course:

*1. Cohen, Arthur M. and Associates. A Constant Variable. San Francisco: Jossey-Bass Inc., Publishers, 1971.

In this new book, Cohen et al examine the community college movement in a unique way. They distill the literature applicable to a specific facet of the community college--the institution itself, the students, the faculty, the administration, teaching methods, curriculum design, special problems--and add to this distillation their own insights, gleaned from experiences in two-year colleges. The combination of reliable and pertinent findings in the literature with the valuable insights of broad experience permits the authors to make some trustworthy recommendations for application in practice.

*2 Cohen, Arthur M. Dateline 1979: Heretical Concepts for the Community College. Beverly Hills: Glencoe Press, 1969.

An Evaluation and description of the model community college campus of 1979, this book insists that two-year institutions hold themselves accountable for the learning achieved by their students.

*3 Roueche, John E. Salvage, Redirection or Custody? Remedial Education in the Junior College. Washington: American Association of Junior Colleges, 1968.

This first comprehensive report on the effectiveness of junior colleges in educating the disadvantaged, low-aptitude student reveals that even though most community colleges agree with the open-door concept, only about half provide remedial instruction. While revealing a severe lack of agreement on objectives of remedial programs and showing that existing programs are based on unproved assumptions rather than on research findings, the author presents programs that depart from traditional practices in remedial education.

*4 Cohen, Arthur M. and Roueche, John E. Institutional Administrator or Educational Leader? The Junior College President. Washington: American Association of Junior Colleges, 1969.

The role of the college president as an educational leader and agent of change is presented in this publication. Contending that the president should be more than a mere institutional manager, the authors urge the president to ask the right questions about his institution's education program.

*5 Moore, William Jr. Against the Odds: The High Risk Student in the Community College. San Francisco: Jossey-Bass, 1971.

Against the Odds is a practical book that outlines very workable instruction, curriculum, counseling, and administration techniques for use in junior and community colleges. Special emphasis is on the high risk student, and a curriculum model of proven effectiveness is offered. Practical solutions to the problems of disadvantaged students are offered.

*6 Medsker, Leland L. and Tillery, Dale. Breaking the Access Barrier. New York: McGraw-Hill Co., 1971.

This book, sponsored by the Carnegie Commission on Higher Education, summarizes recent research on junior college students, programs, staff and issues and problems. A brief history of evolution and history is included.

Principal references: Students are held accountable for materials assigned in the following principle references:

*1 Blocker, Clyde E., Plummer, Robert H., and Richardson, Richard C., Jr. The Two-Year College: A Social Synthesis. Englewood Cliffs, N.J.: Prentice-Hall Book Company, 1965.

A sociological analysis of the Community College, the most effective sections of this volume are those which deal with administrative structure and basic issues--particularly faculty-college relationships.

*2 Clark, Burton R. The Open Door College: A Case Study. New York: McGraw-Hill Book Company, Inc., 1960. 207 pp.

A sociological analysis of the problems and successes in the early development of San Jose Junior College in California. This critical review of the administrative and instructional difficulties involved in organizing a new junior college helps to identify the role of this institution in our educational system.

*3 Gleazer, Edmund J., Jr. editor. American Junior Colleges. Seventh Edition. Washington, D.C.: American Council on Education, 1967, 551 pp.

An introduction on the types of junior colleges, the accreditation of junior colleges and standards of regional accrediting agencies, and the legal status of public junior colleges. A description of each junior college recognized by a regional or state accreditation agency is provided.

*4 Gleazer, Edmund J., Jr. This is The Community College. New York: Houghton Mifflin Company. 1968. 128 pp.

Dr. Gleazer, Executive Director of AAJC, presents a non-technical interpretation of community colleges' purpose, growth, admissions policies, academic standards, staff, relationship to communities, finances, diversity and needs.

*5 Johnson, B. Lamar. Islands of Innovation Expanding: Changes in the Community College. Beverly Hills: Glencoe Press, 1969.

This book, based on a nationwide survey, reports on promising innovations and identifies conditions which encourage (or interfere with) innovation. Included is material on audio-tutorial systems, work-study education, use of television and other technological aids to learning, games, personalized instruction.

*6 Medsker, Leland L. The Junior College: Progress and Prospect. New York: McGraw-Hill Book Company, Inc., 1960. 367 pp.

A description of the role of the junior college, including its strengths and weaknesses, as a result of a comprehensive study of 76 two-year institutions in fifteen states. Sections of the book discuss the characteristics of junior college students, the purposes of the educational program, the performance and retention of transfer students, students, the purposes of the educational program, the performance and retention of transfer students, student personnel services, faculty attitudes and the development and organization of junior colleges in each of eighteen states. Includes some statistics and tables summarizing the study.

*7 National Society for the Study of Education. The Public Junior College. Fifty-fifth Yearbook, Part I. Chicago: The University of Chicago Press, 1956. 347 pp.

A series of chapters by noted authorities on the junior college describing the emergence of the junior college as an important educational institution, accomplishing the purposes of the junior college, improving the junior college, and the future of the junior college. Includes an extensive reading list on the junior college.

*8 Thornton, James W., Jr. The Community Junior College. New York: John Wiley & Sons, Inc., 1966. 300 pp.

An analysis of the development and role of the community junior college in American education including chapters on modern needs for higher education, historical development and accepted purposes of the junior college, the organization of junior colleges, characteristics of students and instructors, student personnel services, and the four main parts of the junior college curriculum--occupational education, general education, education for transfer, and adult education.

TOPIC I. ROLE AND CHARACTERISTICS OF THE JUNIOR COLLEGE

"The junior college, uniquely American and relatively young, with an active history of only two-thirds of a century, is itself an evidence of change in American education. Created initially to provide two years of university-parallel work in the home community of young people, it has expanded its role and functions to serve a variety of educational, social, and community needs. In its dominant form, it is today a tax-supported public institution - a community college." (B. Lamar Johnson in Islands of Innovation Expanding. Glencoe Press, 1969, page 33.)

A. Role of the junior college in the American system of education

   1. Extension of secondary education

   2. Part of higher education

   3. A unique educational institution

B. Purposes and functions of the junior college

   1. Traditional junior college

      a. College preparatory

      b. Lower division, parallel curriculum

   2. Comprehensive community junior college

      a. Professional and liberal arts (transfer education)

      b. Technical-vocational (terminal education)

      c. General education

      d. Continuing and adult education

      e. Community services

f. Counseling and student services

g. Remedial education

C. Characteristics of the junior college

1. An "American" educational development

2. Diversity

3. Flexibility

4. Quality education

5. Comprehensive program

6. Community-centered

7. Democratic

8. Dedicated to life-long learning

9. Education on a personal basis

Objectives

At the end of this unit, you should be able to:

1) Define the roles the two-year college serves in American education.

2) Differentiate the purposes and functions of the traditional junior college with those of the comprehensive community junior college.

3) Describe the characteristics of the two-year college.

4) List those characteristics, if any, that are unique to the two-year college.

5) List ways the community junior college serves "all the needs of all the people. Can it be "all things to all people?"

Bibliography

_____ *1 Blocker, Plummer & Richardson. The Two-Year College. New York: Prentice-Hall, 1965, Chapter II.

_____ *2 Cohen, Arthur M. A Constant Variable. San Francisco: Jossey-Bass, Chapter I.

_____ 3 Cosand, Joseph P. "Philosophy of Community Junior Colleges." School and Community, LIII (November, 1966), pp. 35-36, 87-91.

_____ *4 Gleazer, Edmund J., Jr. This Is the Community College. Boston: Houghton-Mifflin Company. 1968, Chapters I and II.

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_____ *6 Johnson, B. Lamar. Islands of Innovation Expanding. Glencoe Press, 1969, Chapter 3.

_____ 7 Marsee, Stuart E. "Who Needs the Community College?" Junior College Journal. Vol. 39 (September 1968) pp. 8-10.

_____ *8 Medsker, Leland L. and Tillery, Breaking the Access Barrier. New York: McGraw-Hill. Chapters I and II.

_____ *9 Moore, William, Jr. Against the Odds. San Francisco: Jossey-Bass, Chapter I.

_____ 10 National Society for the Study of Education. The Public Junior College. Fifty-fifth Yearbook, Part I. Chicago: The University of Chicago Press, 1956, pp. 64-74.

_____ *11 Roueche, John E. A Modest Proposal. San Francisco: Jossey-Bass Inc., Publishers, 1972, Chapter I.

TOPIC II. HISTORY AND PRESENT STATUS OF THE JUNIOR COLLEGE MOVEMENT

"The first junior colleges, established in the late 1800's were privately supported and operated. By 1900, there were about eight junior colleges--all private--with an enrollment of about 100. . . Between 1955 and the early 1960's, institutions were established at the rate of about 25 to 30 each year, and the years 1965 and 1966 saw the opening of 50 annually . . ., bringing the total by 1967 to well over 800 colleges." (Edmund J. Gleazer, Jr., in American Junior Colleges, Seventh Edition, American Council on Education, 1967, page 4).

A. Historical developments in the United States

1. Early influence of several university presidents
2. Early private junior colleges
3. Establishment of the first public junior college (Joliet)
4. Continuous growth of junior colleges in the nation
5. Current status of the junior college movement in the United States

B. Reasons for growth of the Junior Colleges

Objectives

At the end of this unit, you should be able to:

1) Cite the early junior college leaders and enumerate ways they influenced the development of the two-year college movement.

2) Describe why junior colleges were first established.

3) Discuss the changes in junior college functions over the past fifty years.

4) Describe the present status of the two-year college movement in the United States, citing the views of Cohen, Moore and Roueche.

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_____ *2 Cohen. A Constant Variable, Chapter I.

_____ 3 Gleazer, Edmund J., Jr. "The Junior College." College and University Business. Vol. 37 (October, November and December, 1964).

_____ *4 Junior College Journal, Vol. 25 (April, 1955), pp. 425-485.

_____ *5 Junior Colleges: 20 States. Washington: American Association of Junior Colleges, 1967. 178 pp.

_____ *6 Moore, William, Jr. Against the Odds, Chapter I.

_____ 7 "The Burgeoning Community College," Saturday Review XLVII (December 1964) pp. 50-54.

_____ *8 Roueche, John E. Salvage, Redirection or Custody. Chapters I and II.

_____ *9 Thorton, James W., Jr. The Community Junior College. New York: John Wiley & Sons, 1966. pp. 45-57.

_____ 10 Wattenbarger, James L. "Changing Patterns of Control: Local to State." Junior College Journal, Vol 38 (May, 1968), pp. 9-11.

TOPIC III TRANSFER EDUCATION

"On the whole, the junior college transfers were very well satisfied with their experience in the junior college and encountered few serious problems in four-year institutions." (Dorothy Knoell and Leland Medsker, From Junior to Senior College. Washington: American Council on Education, 1966.)

A. Definition of terminology

1. Transfer education
2. University parallel programs
3. Lower division work
4. Preprofessional programs
5. Academic education
6. Liberal arts

B. Role of the junior college in serving the transfer function

1. Historical immimence of the transfer function
2. Relief for the overload of students at the four-year colleges and universities
3. Student aspirations and abilities to transfer
4. The "salvage" function and the "screening" function
5. Statistics on enrollments in the transfer curriculum
6. Performance and retention of transfer-oriented students
   a. In the junior college before transfer
   b. In four-year colleges and universities after transfer
   c. Comparisons between transfer and native students

C. Types of programs in the transfer curriculum of the junior college

1. University parallel, lower division, preprofessional, and liberal arts course work

2. Remedial education

3. Influence of the four-year colleges and universities on the curriculum

D. Issues in transfer education

1. Problems facing the junior college transfer student

. Proposals to alleviate the problems

Objectives

By the end of this unit, you should be able to

1) Describe and define the distinctions among the different terms (see section A above) related to transfer education.

2) Evaluate (citing research) how successfully the junior college has performed its function of transfer education in the past. Present.

3) Describe the forces that have influenced the development of the transfer curriculum in the junior colleges.

4) List the types of transfer programs that have been developed in junior colleges.

5) Write a paper discussing the performance record and retention of transfer-oriented students

1) in the junior college and

2) when they transfer to the four-year colleges and universities

6) List typical problems that junior college transfer students have faced at the four-year colleges and universities

7) Cite proposals that you would make to alleviate these problems

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_____ 1 Bashaw, W. L. "Central Prediction and the Junior College Transfer." College and University. XL (Spring 1965), pp. 249-256.

_____ *2 Cooper, Leland R. "The Difficulty of Identifying the Real Transfer Student." Junior College Journal. Vol. 38 (December 1967 - January 1968), pp. 38-41.

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TOPIC IV CAREER EDUCATION

"Every junior college that assumes the responsibility for offering youth the opportunity to develop both occupational competency and personal adequacy within two years undertakes a two-fold task--it is preparing students to enter the community as adults to make a living and to live." (Phebe Ward in Terminal Education in the Junior College, Harper and Brothers, 1947, page 24.)

A. Definition of terminology

1. Career education
2. Vocational education
3. Technical education
4. Occupational education
5. Trade and industrial education
6. Terminal education
7. Skilled worker, craftsman, technician, and engineer

B. Role of the junior college in serving technical-vocational education

1. Local and national needs for skilled workers and technicians
2. Relationship to high school vocational programs and university professional programs
3. Disparity in status between academic education and technical-vocational education
4. Restrictions on development of adequate technical-vocational programs
5. Successful employment of technical-vocational students and graduates

C. Types of programs in the technical-vocational curriculum

1. Technical, vocational, and terminal education programs
2. Work-experience and apprenticeship programs
3. Short courses, one-year, and two-year programs
4. Influence of local industry and businessmen on the curriculum
   a. Use of advisory committees
   b. Supply and demand for workers
5. Relationship of technical-vocational education and general education

D. Issues in technical-vocational education
1. Problems in establishing and operating technical-vocational programs
2. Proposals to solve these problems

Objectives

At the end of this unit, you should be able to:

1) Cite the distinctions among the different terms (see Section A above) related to technical-vocational education.

2) Evaluate the junior college performance in technical-vocational education.

3) List examples of career programs that have been developed for technical-vocational education in the junior colleges.

4) Describe the role of citizen advisory committees for the occupational curriculum.

5) Present solutions to ease the disparity between academic education and career (job-related) education.

6) Justify technical-vocational programs in light of their relatively limited enrollments and high costs.

7) Describe the kinds of problems two-year colleges face in developing an occupational curriculum and what might be done to solve these problems.

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TOPIC V GENERAL EDUCATION

"General education is that part of education which encompasses the common knowledge, skills, and attitudes needed by each individual to be effective as a person, a member of a family, a worker, and a citizen. General education is complementary to, but different in emphasis and approach from, special training for a job, for a profession, or for scholarship in a particular field of knowledge." (B. Lamar Johnson in General Education in Action, Washington: American Council on Education, 1952, page 2.)

A. Definition of general education

B. Role of the junior college in general education

1. Importance of general education

2. Purposes of general education

3. General education for both transfer and terminal students

C. Types of programs in general education in the junior colleges -- see ref. 4 below.

1. Great books approach

2. Specialized, departmental courses in the liberal arts

3. Comprehensive, inter-departmental survey courses

4. Functional courses based on problems of living

5. Infusion approach on a college-wide basis

6. Composite approach

D. Issues in general education--see ref. 5 below

1. Problems in general education

2. Proposals to solve the problems in general education

Objectives

By the end of this unit, you should be able to:

1) Give an acceptable definition of general education (citing your sources).

2) Defend the proposition that general education is an important part of the junior college curriculum.

3) Describe the types of programs or approaches for general education that are utilized at the two-year college level. Which approach do you favor? Why?

4) Discuss some of the curriculum problems in general education.

5) Present suggestions to solve these problems.

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TOPIC VI CONTINUING, ADULT EDUCATION & COMMUNITY SERVICES

"Adult education has become well-established as a program of the junior and community college . . . The community college has a particular advantage in that it is familiar with its community and the needs of adult students, it maintains a flexible curriculum, it has had considerable experience with adult education during the past quarter-century, and it offers instruction in those areas of study for which adult needs appear to be greatest." (Tyrus Hillway in The American Two-Year College, Harper & Brothers, 1958, page 135.)

CONTINUING & ADULT EDUCATION

A. Definition of continuing and adult education--with particular emphasis on California.

1. Continuing education
2. Adult education
3. Evening college
4. Life-long learning
5. Graded and ungraded classes

B. Role of the junior college in continuing and adult education

1. Historical importance of adult education in the junior college curriculum
2. Extent of adult education in the junior college
3. Relationship to adult high school classes
4. Relationship to the programs of continuing education in other institutions of higher education.
5. Purposes of continuing and adult education in the junior college.

C. Types of programs in continuing and adult education

1. Basic education

2. Degree programs

3. Occupational training and retraining

4. Avocational experiences

5. Specialized educational services

D. Issues in continuing and adult education

1. Problems in continuing and adult education

2. Proposals to solve these problems in continuing and adult education

Objectives

By the end of this unit, you should be able to:

1) Define and describe continuing education and adult education.

2) Discuss the purposes of continuing education and adult education.

3) Describe the roles the two-year college serves in continuing and adult education compared with the roles of adult high schools and other institutions of higher education.

4) Enumerate the types of programs two-year colleges offer in continuing and adult education.

5) Cite problems that exist for the two-year college in continuing and adult education.

6) Present viable solutions to these problems.

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COMMUNITY SERVICES

"Beyond the regularly scheduled classes of the college, whether held by day or by night or whatever the place in the district, the community college offers other important educational, cultural, and recreational benefits to the community. Naturally enough, these are called community services. The range of these services is broad. Commonly included are educational workshops, seminars, institutes, and special lectures; wide spread use of college facilities by community groups; cultural programs; community guidance and counseling; public information and many others." (Edmund J. Gleazer, Jr. This Is the Community College. Houghton-Miffin, 1968, pp. 85-86.

A. Definition of community services--relationship to continuing and adult education--see reference 2 below

B. Role of the junior college in community services

   1. One of the newest functions of the junior college

   2. Growing interest in community services

   3. Relationship to other organizations providing community services

   4. Services for the non-classroom educational needs of the community

   5. Legal provisions for the community services tax in California

C. Purposes of community services

D. Types of programs in community services for the junior college

   1. Cultural and recreational activities

   2. Workshops, conferences, and seminars

   3. Community research and development

   4. Civic center services

5. Special educational services

6. Influence of community citizen committees on the programs

E. Issues in community services

1. Problems in community services

2. Proposals to solve the problems in community services

Objectives

By the end of this unit, you should be able to:

1) Define the term "community services."

2) Discuss the role the two-year college serves in developing and operating a program of community services.

3) Describe the role of community citizen committees toward the junior college program in community services.

4) List the types of programs in community services that are offered by two-year colleges.

5) Give examples showing how these programs meet community needs.

6) Discuss the problems two-year colleges face in providing a program of community services.

7) Offer solutions to solve these problems.

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TOPIC VII COUNSELING AND STUDENT PERSONNEL SERVICES

"Since student personnel practices deal with students in a college situation, each student personnel worker needs to develop a concept of the dynamics of this situation. In this conception, the purposes of the college are principal determiners of other forces." (J. W. McDaniel in Essential Student Personnel Practices for Junior Colleges, American Association of Junior Colleges, 1962, page 10.)

A. Definition of student personnel services

1. Guidance
2. Counseling
3. Student activities
4. Student personnel practices

B. Role of the junior college in providing student personnel services--see ref. 9 below.

1. Need for student services at the junior college level
2. Relationship with programs for student services at other schools and colleges
3. Purposes and responsibilities of student personnel services
4. Strengths and weaknesses in student personnel services.

C. Types of programs for student personnel services in junior colleges

1. Guidance and counseling
2. Extracurricular student activities
3. Student records, admissions, and registration

4. Testing programs

5. Auxiliary services (Health, food, parking, etc.)

6. Student government

7. Orientation programs

8. Research and follow-up studies of students

9. Scholarships and loan funds

10. Discipline and probation

11. Employment opportunities and placement

D. Issues in student personnel services--see ref. 9 below.

1. Problems in developing and operating student personnel services

2. Proposals to solve the problems in student personnel services

(i. e., American Association of Junior Colleges program).

Objectives

By the end of this unit, you should be able to:

1) Cite differences, if any, existing among the functions of guidance, counseling, student activities, and student personnel services.

2) Describe the role of the junior college in providing student personnel services.

3) Outline the purposes and responsibilities of a student personnel service program.

4) Describe programs in student personnel services that are typically offered in two-year colleges.

5) Discuss the problems in developing and operating student personnel service programs.

6) Propose solutions to these problems.

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TOPIC VIII THE JUNIOR COLLEGE STUDENT

"The composition of the junior college student body has changed drastically in the last twenty years. Formerly the students were a selected group resolved to finish collegiate preparation for well-defined purposes. Today, by contrast, junior college students are much more representative of the total population - mentally, socially, and economically." (John E. Roueche in Salvage, Redirection or Custody, page 12.)

A. Types of junior college students

1. Full-time student
2. Part-time student
3. Adult student
4. Talented student
5. The "late bloomer"
6. The "second chance" and "last chance" students

B. Reasons why students attend and why they leave the junior college

C. Characteristics of students

1. Age, social, and economic characteristics of students
2. Student aspirations and interests
3. Student abilities and academic aptitude
4. Performance of students in the junior college
5. Reactions of university and senior college students who formerly attended junior colleges

D. Typical problems facing junior college students

Objectives

By the end of this unit, you should be able to:

1) Describe the types of students that enroll in two-year colleges.

2) Give the major reasons why students attend a two-year college.

3) Compare the aspirations and interests of junior college students with their abilities and performances.

4) Discuss the typical problems two-year college students face.

5) Discuss ways two-year colleges attempt to help students find solutions to their problems.

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TOPIC IX THE JUNIOR COLLEGE FACULTY MEMBER

"Teachers and administrators in any type of college inevitably influence, by their attitudes, the nature and quality of program. They are the primary agents of curriculum development, instruction, services to students, and community relationships. They, and the students, make the institution what it is." (Leland L. Medsker in The Junior College: Progress and Prospect, McGraw-Hill Book Company, 1960, page 169.)

A. Characteristics of faculty members

1. Personal characteristics

2. Professional characteristics

a. Academic training

b. Previous teaching experience

3. Types of staff members

a. Full-time teachers

b. Part-time teachers

c. Administrators

B. Reasons for working in a junior college

C. Attitudes of junior college faculty members toward the junior college

1. Purposes of the junior college

2. Admission and screening practices

3. Requirements for junior college teaching

4. Attitudes on and relationship to administrative responsibility

D. Preparation of junior college faculty

E. Working Conditions: Salaries, Loads

F. Problems facing junior college faculty members

Objectives

By the end of this unit, you should be able to:

1) Describe the characteristics of junior college faculty members--including their academic training and their previous teaching experience.

2) List the reasons faculty members give for working in a two-year college.

3) Describe the attitudes of faculty members toward the two-year college.

4) Describe the typical instructional problems facing two-year college faculty members.

5) Describe instructional approaches that have been proven successful in accommodating the diverse learning needs of two-year college students.

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TOPIC X THE JUNIOR COLLEGE ADMINISTRATOR

"It appears that the President is the key to change in the junior college. Because he is more influential than any other person, it is almost axiomatic that 'if the president wants something to happen, it will.' The president is the educational leader of the junior college and the relative success of any program can often be traced directly to the president's interest in it. The fact that the president, more than anyone else, is the "change agent" in the junior college is well documented. Ultimately, he is responsible for all aspects of his institutions." (John E. Roueche. "The Junior College President." Junior College Research Review. Vol. II, June 1968.)

A. Junior College Boards of Trustees

B. The President

1. Characteristics

2. Responsibilities (Leadership)

a. Management

b. Educational

C. Other Administrators in the Two-Year College

Objectives

By the end of this unit, you should be able to:

1) Discuss the need and functions of an educational leader in the two-year college.

2) Defend the proposition that two-year college presidents and/or deans can become educational leaders.

3) Describe the most pressing problems facing two-year college administrators at present.

4) Describe the proper role for two-year college trustees.

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TOPIC XI SIGNIFICANT PROBLEMS AND ISSUES FACING JUNIOR COLLEGES

"The community-college movement is merely at the threshold of its greatest possibilities. It is pioneering, experimenting, trying to find the right answers and directions. It is full of problems . . . The solution of these problems seems to be in the general direction the movement has been trying to travel in recent years. Continuing answers to each problem, however, can be found only through thorough research in every state and community, in further experimentation with the findings of research; above all else, is the open mind and the will to explore." (Jesse Parker Bogue in The Community College, McGraw-Hill Book Company, 1950, page 330.)

A. Definition of the role of the junior college in the American system of education.

   1. Relationship to the public school system
   2. Relationship to the four-year colleges and universities
   3. Temptation to expand beyond a two-year institution
   4. Strengths and weaknesses of the junior college

B. Evaluation of the comprehensive community junior college program

   1. Institutional Research
   2. Assessment of Instructional program

C. Organizational and operational issues

   1. Legislation to establish effective junior colleges in all states
   2. Financing and facilities
   3. Increased size and complexity of junior colleges

4. State responsibilities and coordination for junior colleges

5. Type of organizational structure for junior colleges

D. Adequate preparation of teachers and administrators for junior colleges

E. Realistic standards to serve the needs of students and community

1. Demand for selective placement

2. Demand for quality instruction at all levels

3. Demand for student learning in all programs

Objectives

At the end of this unit, you should be able to:

1) List current controversies and issues regarding the role of the two-year college in the American system of education.

2) Describe the evaluation problems of the comprehensive community junior college program. What is the evaluation state of the art?

3) Describe the current issues regarding the organization and operation of junior colleges.

4) Discuss the adequate preparation of teachers and administrators for two-year colleges as a significant problem.

5) Argue the importance of assessing educational impact of two-year college.

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TOPIC XII TRENDS AND THE FUTURE FOR THE JUNIOR COLLEGE

"The community college is necessary. It has emerged out of societal needs and aspirations. These are the sources of its identity. Its greatest worth will be achieved as it confidently takes hold of its special assignment as an institution in its own right within a complete program of educational services throughout the nation. The community college is a member of the educational family -- a member that needs to share in family conversation and to carry its part of the total family responsibility. Not only will it benefit from this association but it has something unique and vital to give." (Edmund J. Gleazer, Jr. This Is the Community College. 1968, page 136.)

A. Continued demand for higher education

1. More persons of college age

2. More young persons who desire a college education

3. More adults who wish to continue their college education

4. Demands of society and industry for citizens and workers with more academic and technical training

5. Social status attached to a college education

6. Explosion of knowledge

7. More time available for education, leisure, and cultural pursuits

B. Continued growth of the junior college movement

1. Growing acceptance of the community junior college concept

2. Recognition of the junior college as an integral part of higher education

3. The increased demand for opportunities in higher education in communities throughout the world

4. Greater support being received from federal, state and local governments

C. Changed patterns of support and control

Objectives

By the end of this unit, you should be able to:

1) Cite the forces that are contributing to the demand for more opportunities in higher education.

2) Defend the proposition that this trend will probably increase in the future.

3) Discuss reasons supporting the continued growth of junior colleges.

4) Citing your sources, project developments in the two-year college movement of the future.

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